

UNIVERSITY OF TORONTO

The Provincial University of Ontario



The New Course in Physical and Health Education (leading to the degree B.P.H.E.)

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exposed to a certain amount of academic tuition has been replaced by the realization that, in addition, both theoretical and practical instruction in hygiene and physical education is vital if the educational institutions of the country are to fulfill their function of producing responsible citizens ...

... The merit of this particular course is that it combines so admirably both academic and physical education, for it has been so designed that the first year is similar to a regular arts course. The principle could have been carried over into the succeeding years more than it has without destroying the main purpose. A scientific knowledge of the human organism is the fundamental of the course, and the effect of physical activities upon the physical, mental and emotional makeup of the individual is stressed ... Mental hygiene, preventive medicine, and health assessment, all valuable in bettering the life of the individual, the community and the nation, are important phases of the new course.

The Physical Education course is not designed for future teachers of the subject alone, although that is its prime purpose ... With national preparation so vital today, the importance of physical and health education increases, for national morale is directly conditioned by national interests and activities. Apart from its present merits, it is also sound policy for the future. We are not merely fighting a war; we must be preparing to live after the war, and the basic problem becomes that of developing physical, mental and social fitness in the youth of today. We feel that the institution of the course in Physical and Health Education here is a definite approach toward the solution of that problem. Of course, the solution will have to be through a national approach, but a real step has been taken".

In the 1940 calendar, Dr. E. Stanley Ryerson, Assistant Dean of the Faculty of Medicine and first Director of the Course, made the following statement:

"The immediate purpose of this Course is to provide an opportunity for men and women to qualify themselves for positions in the schools of the country as teachers in both Physical and Health education but the knowledge acquired by its graduates is of such a nature that it should prove valuable no matter what walk of life they may enter".

On another occasion Dr. Ryerson stated that the "course has been designed to prepare a university graduate who can teach both Health Education and Physical Education with the same efficiency as the specialist teachers now teaching science of languages or mathematics".

Although the course was particularly concerned with preparation for effective leadership, its designers were also mindful of the value of keeping students aware of personal good health, and of the need to make use of leisure through appropriate physical activities from youth to the advanced years of life. The President's Report for the year ended June, 1940 states a two-fold purpose for the new course: "It will provide well qualified teachers, men and women, to take charge of this branch of instruction in the secondary schools of the Province; and will give to any student a valuable training in the knowledge and practice of the fundamental principles of good health. The old Latin motto: Mens sana in corpore sano, is in the light of modern science eminently true".

The School - A Confluence of Courses

Now that the degree course had been initiated, the path was clear for serious consideration to be given to the formation of a School of Physical and Health Education. The most significant step towards this goal was the proposal that the Margaret Eaton School be absorbed by the University of Toronto as the basis for the new School of Physical and Health Education. On November 19, 1940, Florence Somers, then Director of the Margaret Eaton School, wrote to Dr. E.S. Ryerson to suggest that the way was clear for an approach to the University Senate on the question of the Margaret Eaton School. In making this suggestion Miss Somers submitted a draft of a letter of application to the Senate of the University of Toronto for consideration of the question of incorporating the Margaret Eaton School in which she expressed a willingness on behalf of her committee to meet with representatives of the Senate.

The Senate's Committee on Physical and Health Education, on June 16, 1941, adopted a resolution that the Senate be requested to establish a School of Physical and Health Education. This was followed by a letter from Dr. E. S. Ryerson, Chairman, on October 10, 1941, in which a formal resolution was put forward.

"The Committee on Physical and Health Education begs to recommend to the Senate that a School of Physical and Health

Education and a Council thereof be established in the University".

Accompanying the resolution was a plan for the women students enrolled in the Diploma Course to complete their training if they so desired. It made provision for those who wished to receive the Degree of Bachelor of Arts on the completion of the Third year of the Diploma Course in June, 1942, and the degree of Bachelor of Physical and Health Education at the end of the Third year of the Degree Course in June, 1943.

To conclude the official steps, Statute Number 1523 respecting the School of Physical and Health Education was passed on November 14 and forwarded to the Board of Governors for consideration and approval. The Statute was drawn up in accordance with the University of Toronto Act and the general principles contained in it were based on statutes establishing the School of Nursing, the School of Social Work, and the School of Law. The School was introduced to serve a particular purpose and the general field of physical education and the established programmes in intercollegiate and intramural athletics were clearly not intended to come under its jurisdiction; the previous arrangement in which the men's Athletic Directorate controlled and administered the compulsory and voluntary Physical Training programmes for men was to continue. Similarly the compulsory Physical Training programme for women was to be controlled and administered by the Women's Athletic Directorate. These arrangements were, accordingly, appended to Statute 1523. A further appendix to the Statute stipulated that in order to avoid confusion between the "School of Physical and Health Education" and "Compulsory Physical Education", it was suggested to the Board of Governors that the title "Athletics and Physical Education, Compulsory" be used to describe the requirement for first and second year men and first year women undergraduates.

By December 12, 1941, the appended items to Statute 1523 had been passed and the former Statute, Number 1478, relevant to the degree course, rescinded. Simultaneously it was suggested that the reorganized 'University Health Service' be administered as an independent department under the Board of Governors, completely separate from the Department of Athletics and Physical Training with which it had been associated in the past.

The Medical Building, where Dr. Ryerson's office was located, was the first meeting place for the staff and Council of the newly-formed School. Friday, September 12, 1941, in the Faculty Room of that building is recorded as the initial date for the gathering of staff under the Director's chairmanship.

Approximately four months later on January 21, 1942, the first official Council of the School was held in the same building. Present to welcome President Cody were Professors E.S. Ryerson, Chairman, Miss N.H.C. Ford, Assistant Professor of Human Biology, Miss J.M. Forster, Assistant Professor of Physical Education and Assistant Director of Physical Training for Women, Miss D.N.R. Jackson, Assistant Professor of Physical Education, Miss F.A. Somers, Assistant Professor of Physical Education, Dr. R.E. Halst, Assistant Professor of Applied Physiology, Dr. A.W. Ham, Associate Professor of Anatomy in charge of Histology, Mr. W.A. Stevens, Associate Professor of Physical Education and Director of Physical Training for Men, Mr. M.G. Griffiths, Assistant Professor of Physical Education, Miss S.E. Naylor, Associate in Physical Education, Dr. A.D. Misener, Lecturer in Physics, Dr. J.J. Rae, Lecturer in Chemistry and Mr. J.E. McCutcheon, Associate in Physical Education.

At the same meeting Dr. Ryerson reviewed the organization of the Course. He reminded the Council that the three streams of Arts and Sciences, Physical Education, and Health Education must be made to flow gracefully into one channel, giving a unified educational experience to the students. He also expressed the hope that the course would never remain static but rather reflect a continuing response to changing needs. Adaptability was particularly significant, in his estimation, as it must still be twenty-five years later.

One of the first tasks of the council after a committee structure had been organized was to write a constitution with rules and regulations for conducting School affairs. Then for the annual and supplemental examinations a calendar had to be prepared, examiners appointed, and the annual examinations had to be arranged for, conducted, and marked.

For the Margaret Eaton School incorporation into the University of Toronto School of Physical and Health Education represented a major change. Florence A. Somers, who had directed it from 1934 to 1941 expressed the hope that the fine traditions which had grown from the turn of the century would be continued in what she described as the fourth stage in the history of their School - the first three being the School of Expression, the Margaret Eaton School of Literature and the Margaret Eaton School.

To symbolize the change of status, a graduating student of the Margaret Eaton School handed over the "discobolus", the symbol of student government in that School, to a woman student

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in the School of Physical and Health Education. This act was intended to preserve the connecting link between the past and the future.

The important role of the Margaret Eaton School in the formation of the School of Physical and Health Education was further recognized when, in 1942, the School of Physical and Health Education received a gift from the T. Eaton Company to establish three Margaret Eaton Scholarships of the value of \$250.00, \$150.00 and \$100.00, respectively, in each of the first and second years, in memory of Mrs. Timothy Eaton, founder of the Margaret Eaton School of Literature and Expression. The same company also donated the Margaret Eaton Gold Medal and the Emma Scott Naismith Gold Medal for third year students; a sum of money as an endowment for the library of the Margaret Eaton School was given to the new School of Physical and Health Education.

The School Offices

Through twenty-five years the School has occupied no fewer than six locations. The first was in the Medical Building, where Dr. Ryerson was conveniently able to administer the School and attend to his duties in the Medical Faculty. Later the premises of the Margaret Eaton School at 415 Yonge Street served as the School Office. Falconer Hall, 84 Queen's Park, occupied by the Women's Division of the School, became the next office site, and when the women vacated those premises to move to the Benson Building, the School office changed to that location as well. An attempt was made to use Hart House but crowded conditions prevented it from being a suitable place for the School headquarters. Fortunately the centrally located and new Sydney Smith Building on St. George Street was able to accommodate the School for a short time until very adequate space was found in the Superintendents Building on Huron Street. Excellent quarters in that building became available in 1965 when it was expanded to a nine-storey structure.

CHARACTERISTICS OF THE COURSE

At no time has the University of Toronto Course in Physical and Health Education been regarded as a complete professional training. Instead it has been treated more as a means of giving students fundamental principles and basic concepts upon which they could build toward professional status. Admittedly it has been directed to the requirements of secondary school teaching. The path toward teaching was rather well-trodden because graduates in most cases assumed that they would be entering the teaching profession.

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Graduates with the B.P.H.E. degree were admitted to the High School Assistants and Specialist courses in the Ontario College of Education. Gradually the standards of entrance to the course were more clearly defined for graduates of Physical and Health Education who wished to qualify for admission to the Type A Certificate course in Physical Education at O.C.E. Standards of entrance to the course were gradually clarified, the freshman class entering the School in the autumn of 1964 and all subsequent classes were required, on graduation, to attain an average of 66 2/3% in all subjects for admission to the Type A Certificate course - a condition which already obtained for those graduating in the honour course of the Faculty of Arts and Science.

Strong support for the School has come from many quarters on the campus but especially through its directors who have practised medicine as their primary vocation. Dr. H.A. Cates, second Director of the School, pointed out that:

"Culture does not reside solely in the humanities. It is an attitude of mind rather than a body of knowledge and is to be found in any subject or course that inculcates clear thinking and correct estimation of values. It is the danger of going to extremes that the technical courses need to avoid. To try to equip the student for every possible situation he may meet later in his professional activities is neither possible nor desirable. He will meet life best whose horizon is broad and whose mind is trained; but to think, one must have 'spare time' and a loaded curriculum is the very negation of the University spirit".

Dr. E.S. Ryerson's primary interest in the problem of health promotion has been supplemented by a continuing demand for an education which would result in health improvement. When men were examined for the armed forces their physical and mental defects made the need for education for improved health increasingly evident; it was estimated that 40% of men in Canada were not healthy enough for enlistment.

Considerable effort was made by the School's Directors to impress upon educational authorities that health, next to life itself, was a most valuable possession. In the reports of the Director to the President it was stated that physical education should be regarded as a means to an end, and that end, the promotion and

maintenance of health. The President's Report for 1951, for example, suggested that graduates had found health promotion, through physical education, a satisfying stimulus for their life and work. This teaching and inculcation of a philosophy of health through games, sports and all types of recreational activities was regarded as a valid, worthwhile educational objective.

To teach health it was necessary to include a number of such academic subjects as Physics, Chemistry, Zoology, Anatomy, Physiology and Hygiene. These, in conjunction with certain arts subjects, provided what is commonly but perhaps vaguely referred to as a 'liberal education'. This, it was observed in the President's Report for the year ended 1952, allowed the course to stay within what has been facetiously referred to as the 'periphery' of the University. It may be concluded that the Health aspect of the course had much to do with its original establishment.

One of the interesting aspects of the course is that its graduates have found in it an excellent background for study in specialized fields such as public health, human genetics and medical social work, in addition to teaching and recreation work.

In an attempt to give leadership to a national movement in Physical and Health Education, representatives of the University of Toronto School urged other Universities to meet the challenge for leadership development. University of Toronto representatives who established these courses regarded health education as an essential part:

"to provide a scientific understanding of positive health and the means by which this could be maintained and promoted, namely, by physical activity, by the application of the principles of nutritional science and mental hygiene, and by the prevention of accident and disease. Institutions which possessed staff and facilities for the teaching of academic courses in anatomy, physiology, hygialogy and preventive medicine on the one hand, and for theoretical and practical instruction in games and sports, gymnastics, swimming and dancing on the other, should consider establishing a degree course of this nature".

The majority of Canadian schools for physical and health education now reflect the point of view presented, and in Canada today no fewer than seventeen courses are in operation.

THE DIRECTORS

If any individuals ought to be singled out for special consideration in the life and growth of the University of Toronto School of Physical and Health Education, it must be the Directors, each of whom has brought vigour and vision to his task.

1941-1949

Dr. E. Stanley Ryerson, M.D., F.R.C.S., grandson of Egerton Ryerson, and the School's first Director, was well known for his great interest in 'positive health'. He studied health survey results in a diligent attempt to determine most scientifically how health education could be accomplished. This led to an interest not only in the small percentage of the population which enjoyed good health, but also in those with minor signs and symptoms of disease. Dr. Ryerson concluded that students should study healthy people and that health should be approached through a system of assessing the degree of health enjoyed by each individual. He coined the term 'hygatalogy' to describe the art and science of personal health and he vigorously supported this approach throughout his life. It is no small wonder that he brought to the School the marked emphasis on health which has made the University of Toronto School unique; other Canadian Physical Education Schools have not offered the same concentration in health education subjects.

Dr. Ryerson steered the young School successfully from a small enrollment to a substantial number by the time the war ended. At least 340 men and women graduated within his directorship to carry his message of health to secondary schools, universities, recreation agencies and many other posts.

In submitting his last report before his resignation in 1949, Dr. Ryerson made reference to the number who had graduated from the School and the diversified careers they had chosen. He went on to say that the experiment in conducting a course in Physical and Health Education for men and women students had been successful and that such a course should, therefore, be continued.

1949-1953

When Dr. Ryerson resigned Dr. Harry A. Cates, M.D., Professor of Anatomy in the Faculty of Medicine became the School's second Director. From the beginning of the School he had served as a valued member of the Council, and throughout his

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association with the School his enthusiasm was always evident and this spirit of understanding of the School's potential and purpose was carried to his colleagues in medicine as well as to the Senate and the University generally. Despite his failing health the sense of humour which endeared him to staff and students prevailed, and he continued to devote his thoughts and efforts unsparingly to the interests of the School until his death on July 1, 1953.

The Board of Governors of the University recorded in October, 1953:

"On the School of Physical and Health Education he left the impression of a vigorous and carefully articulated concept of education that was liberal and humane and never narrowly professional. For him the School should aim to produce not merely skillful performers or playmasters but men and women able to see clearly the relation of their special knowledge and aptitude to the broad human situation. To the end Dr. Cates insisted upon the inclusion in the curriculum of subjects from the natural sciences and humanities, and he was inflexible in his adherence to academic standards".

1953-1963

Dr. J. Harry Ebbs, M.D., F.R.C.P., full time senior staff physician at the Hospital for Sick Children, consultant and then Director of Post-graduate Education in Pediatrics in the Faculty of Medicine, occupied the post of Director for a full decade. In that period of time a remarkable number of advances were made. Through a common interest with Dr. Ryerson in the concept of positive health, and after extensive training in medicine for children, Dr. Ebbs became aware of the scope, the opportunities and the problems related to the School.

During his term of office, Dr. Ebbs succeeded in extending the health education course to all years. In addition he introduced a research programme which, although many obstacles were encountered, resulted in some studies being completed. Perhaps more significant, however, was the spirit of co-operation this engendered with other divisions of the University.

Particular reference to this achievement was made in the President's Report of 1963:

"Professor Ebbs' efforts to clarify and define an area for research in physical and health education studies

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culminated in a grant for five years from the National Advisory Council on Fitness and Amateur Sport which will permit extension and intensification of work already under way or problems related to physical fitness ..."

It is admirable that Dr. Ebbs was able to give such dynamic leadership to the School while, at the same time, making significant contributions to the medical profession, especially in Pediatrics, to the growing field of camping, and to the development of physical fitness for Canadians through the Duke of Edinburgh awards and the National Advisory Council on Fitness and Amateur Sport. In receiving his award on the occasion of the 25th Anniversary Banquet, October, 1965, Dr. Ebbs paid tribute to his predecessors, who had inspired and guided him toward the Directorship of the School.

1963

When Dr. Ebbs resigned, Mr. J.H. Sword was named Acting Director of the School and although he became Vice-Provost of the University July 1, 1965, his administration of the School of Physical and Health Education continues.

THE FOUR YEAR COURSE

The four year course developed largely from the attempt to relieve the problems associated with a crowded time-table. In the President's Report for 1947 it was observed that "to enter the Physical and Health Education Course, a student should have sufficient academic capacity to master the academic subjects In Arts and Sciences, Health Education and Physical Education; and adequate natural ability in games and sports, gymnastic activities, aquatics and dancing to participate in these activities with satisfaction and reasonable efficiency. The academic and professional load the student has to carry in this course, compared with many other courses in the University, is a relatively heavy one". School Council meeting reports made it increasingly evident that the crowded time-table was definitely a matter of concern. In 1949, meetings of instructors were convened to discuss ways of bringing about a closer correlation of subjects and the elimination of overlapping material, a process of streamlining designed to reduce the excessive burden being imposed on the students in the School.

The President's Report for the year ended 1951 revealed a 30% failure rate in the first year, attributed to difficulties of adjustment, to undue extra-curricular activity, and again to the crowded time-table. Two improvements were suggested: first, to raise entrance requirements to conform to those of the new arts course and so eliminate students who lacked the capacity to benefit from university instruction, and secondly, to entertain seriously the idea of a four year course, even though this would involve increased costs for all concerned.

There was also, at this time, some feeling that graduates were handicapped because they had a B.P.H.E. degree rather than a B.A. in their competition with other graduates for secondary school appointments. The general tendency was to look with favour on the B.A. irrespective of how, on analysis, it compared with the B.P.H.E. This pointed to a misunderstanding of the content of the course, a misunderstanding which persists to a considerable degree at present. It was suggested that the courses be extended one year so that by modifying the curriculum somewhat it could meet Arts requirements for a B.A. in four years, while still maintaining the three year course leading to the B.P.H.E. This suggestion was designed to correct the injustice of awarding a less desirable position to the B.P.H.E.

Although considerable thought was being given to graduates who elected to seek positions in the teaching profession, it was also indicated that large numbers did not enter the school system at all. Consequently to design a course which would be favourable to prospective teachers only appeared to be invalid.

Two decisions were taken by the Council in the 1952-53 term to deal with the problem of high failure rates. First, the academic standard for admission to the School was altered to that of the General Course in the Faculty of Arts. Secondly, provision was made in the curriculum for the requirements for a B.A. degree in the General Course to be fulfilled by one additional year. The schedule below indicates what the broad content of the curriculum was.

1st Year

Subjects in Faculty of Arts	18 hrs.
Subjects in Physical and Health Education	3 hrs.
Physical Education - Practical	6 hrs.

2nd Year

Subjects in Faculty of Arts	6 hrs.
Subjects in Anatomy, Physical and Health Education	14 hrs.
Physical Education - Practical	7 hrs.

3rd Year

Subjects in Faculty of Arts	7 hrs.
Subjects in Dept. of Hygiene and Preventive Medicine, Physical and Health Education	8 hrs.
Physical Education - Practical	9 hrs.

These measures helped to relieve some of the problems but further developments made the new curriculum temporary. In the 1957-58 term the Council of the School recommended some curriculum re-arrangement to allow a sequence of courses that would provide better correlation, particularly in professional subjects. The study and discussion that took place resulted primarily from a decision of the Department of Education to alter categories of specialists' certificates for secondary school teachers. However, no serious change was contemplated then because graduates of the School were able to continue their course of study for one year to obtain a B.A. In this way, students were able to qualify for a higher category in the secondary school certification system.

Three years later, the Council forwarded a recommendation from the Board of Studies to the Senate which would allow first-year students the opportunity of selecting from a wider range of optional subjects. That recommendation was approved. It was hoped that the options chosen might be carried into higher years. In the many discussions that took place, the prospect of a four year course was given more and more serious consideration.

Within the next year it became clear that the introduction of the four year course was imminent. The pressure to bring the course into line with other four year courses which led to Type A Specialists' standing in the teaching profession and the problems related to a crowded time-table have already been mentioned.

A longer course could also provide a better distribution of academic subjects and a much more reasonable time-table. Further, a new course design could offer students a wider range of subjects in Arts and Science in order to provide additional qualification for selecting options at the Ontario College of Education. Finally it would be possible in a fourth year to share with students the increasing amount of related knowledge in the field of physical education, recreation and fitness and to offer additional subjects of special interest in the profession. The outdoor education principle, the presentation and discussion of current literature and research, and kinesiology are examples of subjects that could be appropriately treated in an additional year of study. The decision to expand the course to four years was concluded when the Senate, in the 1961-62 term, approved the change to a four year course, to commence in the academic year beginning September 1962. The first graduates of the new course were granted degrees in 1965, the twenty-fifth anniversary year. It is interesting to note that the Stevens Report of 1936 had suggested a four year course leading to the degree of Bachelor of Physical Education, and it was fitting that the Alumni chose to honour Mr. W.A. Stevens in the anniversary year for his initiative and foresight.

RESEARCH

While Dr. Ebbs was Director of the School, considerable effort was dedicated to the initiation of research in problems of physical fitness. He continued the height-weight survey which he had conducted at regular intervals to provide a longitudinal summary of changes in height and weight of elementary and secondary school children. These had been undertaken at approximately ten year intervals.

Studies were made, commencing in 1956-57, to determine the relationship between some of the widespread diseases that were depressing the general health of the nation and lack of proper physical and mental recreation. These were followed in 1958-59 by studies of methods of assessing physical fitness, with Kirk Wipper serving as principal investigator. Other projects undertaken included cooperative studies with the Department of Physiological Hygiene and the Research Institute of the Hospital for Sick Children. Generally, the research was directed to scientific analysis of physical fitness and the implications of such study for programme and methods in physical education.

A study was also made of the health knowledge of high school students to determine the effectiveness of health teaching. There is every indication that a continuing programme of study and analysis of problems relevant to physical and health education will continue. The prospect of appropriate facilities in a new building will be particularly welcome to those who will be charged with research.

ENROLLMENT IN THE SCHOOL

Statistics from 1941 - 1964 (6 men and 11 women were enrolled in the course in 1940)

	<u>Men</u>	<u>Women</u>		<u>Men</u>	<u>Women</u>
1941	18	38	1953	61	61
1942	27	55	1954	48	48
1943	27	64	1955	41	50
1944	22	75	1956	54	49
1945	100	121	1957	58	57
1946	157	138	1958	74	67
1947	188	139	1959	77	72
1948	122	121	1960	90	83
1949	80	109	1961	77	93
1950	67	94	1962	83	101
1951	74	92	1963	97	101
1952	68	69	1964	130	107
			1965	134	135

Factors Affecting Enrollment

A variety of factors have affected the numbers registered in the School of Physical and Health Education. Some of these have been temporary while others, such as the persistent demand for qualified teachers in the secondary school system, have remained constant. It was the shortage of qualified teachers that had given rise to the formation of the degree course in 1940; a further demand for leadership came from needs in recreation, public health agency work, the armed forces and camping.

From 1940 to the present the Directors and other representatives of the School have been called upon to initiate or to support a number of projects in physical and health education. When the Canadian Government debated the Federal Health Insurance and Physical Fitness Bills, Dr. Ryerson was invited to be a witness before the Select Committee of the House to express his views particularly about the latter. He made a plea to broaden the scope of the Bill to include health and recreation in addition to physical fitness. He also drew attention to the need for facilities to educate and train persons to carry out a health, physical fitness, and recreation programme in the primary and secondary schools, the universities, the normal schools (teachers' colleges), and the colleges of education, as well as in community, industrial and commercial sports and games, and in recreation organizations throughout Canada. In 1943, Dr. Ryerson observed that, "Only one Canadian University has provided a degree course which combines physical education with the knowledge of the principles of maintaining good health. The graduates of this course are not yet numerous enough to supply the needs of the schools of their own province".

In 1944, a Physical Fitness Council and National Fitness Director were appointed by the Federal Government. This tended to stimulate a need for qualified men and women to direct, supervise and teach in programmes by which health and physical fitness could be maintained. But the number being educated was deplorably small. The new Director of Physical Fitness for Canada urged the National Conference of Canadian Universities to institute more degree courses and to encourage men and women to prepare for leadership in the promotion of a Dominion-wide fitness campaign.

Other groups became interested in qualified leadership. The Department of Pensions and National Health realized that many of the occupants of their hospitals would be restored to health and rehabilitated in a shorter period of time and more effectively with an organized, graduated programme of physical and recreational activities. Dr. J.D. Bain, Director of Medical Services in the above Department, described the 1943 graduating class of the School of Physical and Health Education as the "third leg to a three-legged stool, the Physio and Occupational Therapists making the other two".

Another major influence toward improving leadership in physical and health education in Canada came with the formation of the National Advisory Council on Fitness and Amateur Sport. The Act instituting the new programme was passed in 1961, replacing the former Physical Fitness Act which had been repealed in 1954. Bursaries and fellowships in physical education were and are being awarded to encourage leadership in Canada, especially at the post graduate level.

As would be expected, the war years very dramatically affected enrollment in the School. In 1944-45 it was recorded that a regulation existed requiring eligible men who failed to rank in the upper half of the class to report to the District Officer Commanding, for enlistment in the Armed Forces. This resulted in only one man qualifying for the second year out of seven in the previous year's first year, and only four for the third year out of eight in the second year. Some men who had enrolled in the course departed for active service but completed their courses when the war was over.

Minor fluctuations in enrollment resulted when courses in other universities were developed, when short courses and summer school training were provided, or when admission standards were raised, but the trend in the University of Toronto School of Physical and Health Education has been to higher numbers of more capable students.

In making reference to the effect of new course development on enrollment further clarification is useful. Not all students come from the immediate University of Toronto area. In the President's Report ended 1946 it is reported that 75 out of 239 students come from Ontario outside Toronto, 27 from other provinces and 5 from other parts of the British Commonwealth.

SPECIAL COURSES

A number of experimental courses and special projects have been conducted through the School and its representatives. Within the period of World War II, Professor M.G. Griffiths gave leadership to a series of intensive life-saving and swimming programmes designed, in part, to assist those who might eventually be serving in the war theatre. This prompted the organization of the first national swimming and water-safety clinic held in 1946 at Hart House, under the direction of M.G. Griffiths who was also President of the Ontario Branch of the Royal Life Saving Society. The programme presented in the course on that occasion became the foundation of the Canadian Red Cross Water Safety Service.

From time to time, usually in response to a specific request, appropriate courses have been offered for people who chose to serve in the Y.M.C.A. or Y.W.C.A. and in a variety of other private and public institutions where a demand for trained personnel existed. These introductory courses were usually not continued because the School simply could not undertake to accommodate all vocational possibilities.

Similarly some direct attempts were made to cooperate with other professional schools on the campus to provide education for a particular community need. In the 1945-46 term, the School cooperated with the Department of University Extension in conducting a three-weeks course in Physical Education and Recreation. The School of Physical and Health Education again assisted the following year, through the Department of University Extension, by providing activity courses for first-year students in Physical and Occupational Therapy. In the same year, lecture and activity classes in social recreation were organized and conducted for the School of Social Work. In 1950 the School of Social Work established a new option in Community Recreation for graduates with a B.P.H.E., but the option did not attract graduates from Physical and Health Education Schools primarily because community recreation could not offer financial inducements comparable to those of secondary schools. Moreover, there were many more positions available in secondary schools than there were graduates to fill them. This situation helped to influence the course, especially in the professional subjects, to remain focussed upon preparation for teaching.

Under the new Physical and Health Education School a camp counsellor course for women students was conducted for the first time, under the direction of Miss D.N.R. Jackson at Camp Tanamakoon during the first three weeks of September, 1941. Instruction was offered in campcraft, short canoe trips, nature trails, sailing, canoe sailing, paddle boards, diving, swimming, dancing, songs and games. This course for women continued until 1948 when an attempt was made to hold a co-educational camp, but the experiment did not develop beyond that year. No doubt the introduction of the Department of Education Athletic and Camp Leadership Training Camps filled, in part, the apparent need for such a course.

In 1943, for the first time a course in Literature and Expression was given in the second year by Mr. C.R. Sanderson, Chief Librarian of the Toronto Public Library. The course probably grew out of the traditional presentations of similar courses previously given in the Margaret Eaton School. The purpose of the course was for, "the study of the art of reading fiction, drama, poetry, biography and other kinds of literature, so that leisure time might be spent profitably and beneficially, the study of the fundamental principles of oral expression and public speaking; and the study of writing clearly and proficiently reports, records of personal observations, original ideas and papers for publication".

In 1949, when English became a compulsory subject in each of the three years of the course, Literature and Expression was dropped. However, facility in speaking is developed now in the four year course which allows time for discussion and seminars. This opportunity may be regarded as some compensation for the earlier loss of Literature and Expression as a regular subject.

One hundred students registered in a Refresher Course which was held during the Christmas vacation in 1943 and for a number of years following. Originally it was conducted under the auspices of the Margaret Eaton School Alumnae Association, but later by the newly formed School. It provided an opportunity for experienced teachers in Physical Education and Recreation to meet for practice and discussion of topics related to their occupations.

HIGH POINTS

During the lifetime of the University of Toronto School of Physical and Health Education, there have been a number of memorable events and activities which merit special mention. These, in varying degrees, reflect something of the spirit, the tempo and the vitality of the School.

The First Graduates

It should come as no surprise that all but one of the first graduating class of 1943 were women; the men who were physically eligible had been called to service in World War II.

In that graduating group were: Misses E.A. Allen, M.A. Arnold, P.L. Austin, R.J. Carleton, Z.W. Christie, M.P. Cumberland, K.E. Cunningham, V.E. Farewell, C.V. Gray, D.J. McLaren, E.M.M. Mortimer, M.E. Pelling, E.A. Richardson, M.M. Sinclair, A.A. Wysoglad, Mrs. M.M. Wallace and Dr. Sam Stellman.

The Twenty-fifth Year Graduates

In the twenty-fifth year of the School the last of the three year course graduates were awarded degrees while in the same year the first of the four year graduates were given similar recognition. The latter group consisted of: D.R. Arthurs, G.T. Cummings, J.N. Lackey, L.E. Nancekivell, B.E. Orton, E.M. Philp, J.D. Sinnott, E.R. Smagala, W.J. Stelmach,

E.R.P. Terry, G.P. Wasylow, R.B. Wyles. For an entirely different reason this graduating class, unlike the first one, consisted of men. The women had chosen to graduate in the three year course while some of the men decided to continue for the fourth year.

The "Healths'-a-Poppin" Shows

Many colourful events have taken place in the life of the School but none recall as many happy memories as the "Healths'-a-Poppin" shows. After the war when classes were large, an amazing variety of creative talents were coordinated into a series of excellent campus shows equalled by few others at this University. Many of the graduates will always remember the theme song which carries with it a host of happy recollections originating with the September camping course at Tanamakoon, many years before the first School shows.

THE GIRL THAT I MARRY

The girl that I marry will have to be
A typical product of P.H.E.
The kind of a girl that I mean
Will wear rompers and tunics and smell of chlorine.
With biceps and triceps a sight to see
A picture of bilateral symmetry.
'Stead of strayin' she'll be swayin',
On the ropes and the rings she'll be playin'
A muscle-bound fairy, the girl that I marry must be.

CHORUS:

With positive health and a posture fine
And hemoglobin not less than ninety-nine
And of course this person must know
All the parts of the body and what makes them go.
A graduate Phys.Ed. the person that I wed must be.

The man that I marry will have to be
A muscle-bound giant with I.Q. three,
A gym and a hockey star
With a body tremendous and face that would jar.
He'll score all the goals, be the best on the team,
Of all the star athletes he'll be the cream.
He'll play soccer and rugby,
He would rather score touchdowns than hug me.
A man who is starry the man I will marry must be.



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